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AUTHOR Bonch-Bruevich, Xenia, Ed.; Crawford, William J., Ed.; Hellermann, John, Ed.; Higgins, Christina, Ed.; Nguyen, Hanh, Ed.

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ABSTRACT

This book presents 16 peer-reviewed papers from a 2000 conference on second language research. Part 1, "Formal Investigations of SLA," includes "L2 Acquisition of English Liquids: Evidence for Production Independent from Perception" (Laura Catharine Smith); "Is L2 Learning the Same as L1 Learning? Learning L2 Phonology in Optimality Theory" (Kimberly A.B. Swanson); "Japanese Learners' Acquisition of English Motion Verbs with Locational/Directional PPs" (Shunji Inagaki); "The Initial State of L3A: Full Transfer and Failed Features?" (Yan-kit Ingrid Leung); and "L1-Russian Children Learning English: Tense and Overgeneration of Be" (Tania Ionin and Ken Wexler). Part 2, "Cognitive Accounts of SLA," includes "Against Isolationism: Cognitive Perspectives on Second Language Research" (Ellen Bialystok); "L1 Attrition of Verbal Morphology in Bilingual Children and Adults" (Agnes Bolonyai and Lida Dutkova-Cope); "Translation-Equivalent Priming and Second-Language Proficiency" (Mira Goral, Loraine K. Obler, Elaine C. Klein, and Martin R. Gitterman); and "The Role of Working Memory in Language Aptitude" (Yuki Yoshimura). Part 3, "SLA in the Classroom," includes "Non-Participation, Imagined Communities, and the Language Classroom" (Bonny Norton); "Learner Investment in Second Language Writing" (Paul D. Russell and Jean Yoo); "Recasts and Learner Uptake in Japanese Classroom Discourse" (Mariko Moroishi); "Corrective Feedback, Learner Uptake, and Teacher Beliefs: A Pilot Study" (Ana Oskoz and Judith E. Liskin-Gasparro); and "Corrective Feedback in Second-Language Acquisition: Towards an Integrated Model" (Tony E. Macheak). Part 4, "Methodological Issues," includes "Triangulation in Qualitative SLA Research on Interlanguage Pragmatics" (Margaret A. DuFon) and "Linguistic Simplification: Past, Present and Future Links to Second Language Acquisition" (Kimberly L. Geeslin). (Papers contain references.) (SM)

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